Gr8 Debate 2012: digital culture is killing reading and writing

The night I held that little hand
It made my sad heart sing
Twas the loveliest hand I've ever held
Four aces and a King

... recited Bruce Woolley as part of his argument as second speaker for the affirmative that *Digital culture is killing reading and writing*. This was the topic of the Gr8 Debate that drew over 100 attendees to the Queensland University of Technology (QUT) on 22 August 2012. Both sides battled it out with a diverse array of serious and humorous academic arguments, thoroughly pleasing the audience.

For the affirmative, arguing that digital culture is indeed having an adverse effect on our reading and writing skills were:

- Natalie Bochenski – Queensland state political reporter for 4BC news, author, director and travel enthusiast
- Bruce Woolley – international journalist and correspondent and sessional academic in journalism at QUT
- Erica Hateley – lecturer, author and researcher in children's and adolescent literature at QUT.

And for the negative, convincing us that digital culture is not the death of reading and writing were:

- John-Paul Langbroek – Queensland Government Minister for Education, Training and Employment and Member for Surfers Paradise
- Jane Cowell – Director, Public and Indigenous Library Services at the State Library of Queensland
- Marcus Foth – Associate Professor and author in Urban Informatics at QUT specialising in social media and mobile applications.

The debate was skilfully moderated by Peter Black, senior lecturer in the Faculty of Law at QUT, specialising in internet law, media law and the legal and policy issues surrounding social media. Fittingly,

in this issue

Gr8 Debate 2012: digital culture is killing reading and writing (cont.)

he has also just reached the milestone of having one million followers on Twitter, @peterjblack.

The debate, jointly hosted by the QUT Information Professionals Alumni chapter and the Australian Library and Information Association (ALIA) Queensland group, was organised in celebration of the National Year of Reading and explored how digital technologies such as iPads, social media and the instant internet culture impact upon our core, traditional abilities and views of reading and writing.

First up was Natalie Bochenski, aka Girl Clumsy, for the affirmative, who brought down the house with her entertaining investigation into internet meme culture. After an introductory observation that reading *Fifty Shades of Grey* to 'see what all the fuss is about' was actually proof of the death of reading, Girl Clumsy launched into an exploration of memes – humorous picture-based snapshots, creatable by anyone, that tend to go viral on the web. The following image was just one example of many memes that drove home the message of the affirmative. The take-home message of the day was definitely 'Ermahgerd'.

First up for the negative team, and highly anticipated, was Queensland Government Minister for Education, Training and Employment, John-Paul Langbroek, who argued that the more tools there are in the classroom, the more opportunities we have to teach our children. His arguments

celebrated the linguistic flexibility of digital language and discussed that the efficiencies of such text speak have commonalities with the efficiencies of government. He also mentioned that there was a copy of *50 Shades of Grey* floating around in his ministerial car (presumably his wife's, he added).

Second up for the affirmative was Bruce Woolley, who got philosophical and lyrical through his inventive inclusion of poetry to demonstrate his point. He pondered the positive contribution of librarians and introduced the audience to 'bibliotherapy', which according to Wikipedia is an 'expressive therapy that uses an individual's relationship to the content of books and poetry and other written words as therapy'. After discussing the research that reading uses more parts of the brain than just playing computer games, he delighted the audience with the recital of a second poem and skilful application of the English language:

Roses are red,
Violets are blue,
So goes the age old rhyme.
But I know Rose's are blue,
and Violet's are red.
I've seen 'em,
Hanging on the line
origin unknown

Next up for the negative team was Jane Cowell from the State Library of Queensland, who asserted that the human thirst to communicate will ensure the survival of

reading and writing, in whatever state that might be. She recounted several examples of how digital culture supports reading, creating, writing and participating in a collaborative way; how tweeting can lead to a literate career; and how *Fifty Shades of Grey* is expanding reading to those who may not have read a book in years.

Wrapping up the case for the affirmative was Erica Hateley, who in her energetic fashion tackled the issue of digital rights in ebooks. She argued that there are too many limits on a reader's digital rights, affecting their experience and engagement with an ebook, especially when ebooks are easily erased by stakeholders such as Amazon. She used the example of how digital culture shapes interaction with classics, stripping them bare and then causing greater culture divide. Thus, she proved her rightful place on the panel!

And finally to round out the negative was social media researcher, Marcus Foth, who talked about books (yes books!) and suggested that while the sales of reference works and guides are declining, fiction and children's books are in fact on the rise. As a social media researcher, he observed that much more reading happens now than before through email and social media, and that social media has even overtaken porn as the biggest thing on the web. He also floated the idea of using Twitter for the peer review process, which was emphatically endorsed by fellow academic, Peter Black, who has not yet managed to convince his dean of research that tweets are as good as academic articles.

It was a seriously close contest, but crowned the victors by the process of audience acclamation (and a special app on Peter Black's smart phone) were … the Negative team! It's conclusive – Digital Culture is NOT killing reading and writing.
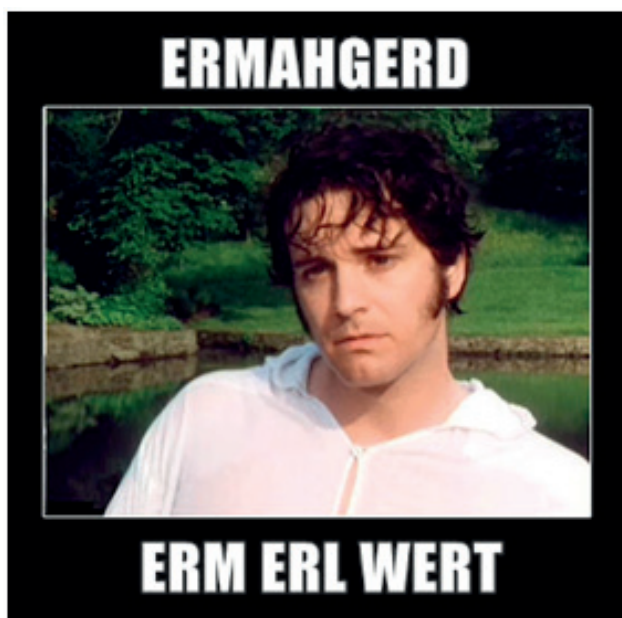

ERMAHGERD

ERM ERL WERT

Image from Girl Clumsy website at **www.girlclumsy.com/2012/08/ermahgerd.html**

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# Collective knowledge construction: four new strategies for learning

We all learn through experiences that either confirm or contradict prior understanding thus leading to new knowledge. At the heart of this learning process is a need for learners to both expertly evaluate the implications of the learning experience and identify new questions. It is the role of educators to not only provide a rich environment for this to happen but also to help their students develop the skills to evaluate prior learning experiences and identify potentially beneficial new experiences. In doing so, not only do learners gain experiences crucial for the current project and domain, they also gain the skills necessary to become successful lifelong learners working on new projects in different domains.

Many of the compromises that our schools previously needed to make in order to provide an appropriate climate for learning have recently been made redundant by modern technology. We've always known that our students should ideally learn the same way that we do, that is, working with others on real projects that are of value to them. We know that authentic learning happens in an environment that has the three dimensions; inquiry–based, self–directed and socially construction, where learners undertake series of learning experiences from which they construct new knowledge.

Over the last decade we have observed modern technology has caused us to learn differently. It's not that we've seen these three dimensions diminish, quite the opposite. Through ubiquitous access to technology and the development and proliferation of transformative web–technologies, we've seen a groundswell of young people learning by working with others on projects that are meaningful to them. More excitingly, we've also seen a reimagining of the three dimensions; inquiry–based learning, self–directed learning and social knowledge construction.

It is the third dimension, social knowledge construction, which the white paper 'Understanding Virtual Pedagogies of Contemporary Teaching and Learning' seeks to explore. What new opportunities are afforded to educators through the reimagining of social knowledge construction through modern technology? The paper offers a model for Collective Knowledge Construction and proposes four new strategies that modern learners are using to learn together.
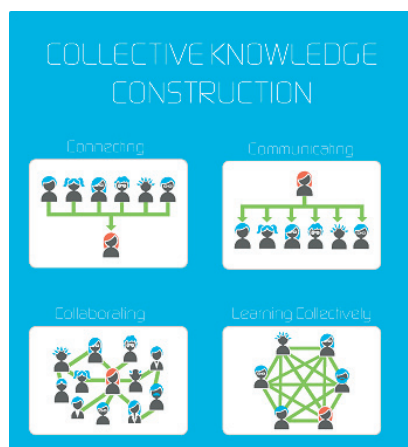
Four strategies for modern learners

Connecting

The first strategy is *Connecting* which describes how modern learners are able to confidently operate in a world and within specific disciplines that are too big to know. This strategy is made possible by the ease in which facts can be obtained. By searching, asking questions and browsing for information these learners access the content that experts and others have created rather than drawing upon traditional learning resources such as teachers and textbooks. We've always been able to access certain facts from others and from books but these were often limited in their effectiveness by the constraints of time and availability. These limitations do not apply for modern learners using the Connecting strategy. Thanks to smart phones and other devices information can be obtained whenever and wherever these learners need it. For them learning is not limited to having physical access to experts and content which in turn greatly broadens the domains they can study and the projects they can tackle.

Communicating

The second strategy that modern learners use to learn with others is *Communicating*. We now live in a world where modern technology allows us to share our ideas and products in a range of formats, for low or no cost. This ease of publishing has led to a deluge of user–generated content.

Even more surprising however is that conversations, most notably in the form of feedback or reaction, arise whenever content is generated. For the modern learner the easy access to feedback allows them to tackle learning whose scope would normally be beyond them. The student without access to a music teacher can get feedback via YouTube on their guitar playing. The game maker can share their games and the DIYer their latest low budget creations. This ability to get high quality feedback has caused the modern learner to rethink what they publish. Failed projects and someday ideas can solicit just as valuable feedback as completed projects. As the barrier to publishing becomes less and less services like Twitter are being used to narrate project activity, and by doing so invite intervention from friends and co–learners without explicitly asking for it.

So far we've looked at transactional social strategies that modern learners use to access information and solicit feedback from others. In the third strategy we see how modern learners use modern technology as a shared learning experience. If the first two strategies were about 'me' as a learner, the second two are about 'we' as learners together.

Collaborating

The third strategy that modern learners use to learn together is *Collaborating*. If the ability to form knowledge networks – whether through blogs, Facebook, Twitter or any other means has taught us anything it is that diverse multiple sources are always better than a single source of information. Regardless of how good a single source is, multiple sources will always provide more breadth and more depth than a single source. The modern learner's maxim is that diversity trumps curation. As they learn in networks modern learners move beyond solely using their own experiences for knowledge building. They compare and contrast their experiences with the experiences of others and consider learning experiences of others just as valuable as their own. While this is not any different from what happens in every classroom on every school day; the ease, speed, scale, and the fact that it can happen asynchronously makes the strategy so effective.

Collective knowledge construction: four new strategies for learning (cont.)

Learning Collectively

In the fourth and final strategy, *Learning Collectively*, modern learners move beyond personal sense making and instead participate in shared sense making and collective understanding. Prior to modern technology classrooms were generally formed by geographical boundaries and age–based cohorts. Today's online learning communities are not based around age or geography instead communities form around needs and interests. It is a special type of community that modern learners find particularly beneficial. Unlike networks found in the Collaborating strategy, learning collectives need to have a high degree of interconnection between every member leading to a sense of membership even if the collective is informal. What makes these collectives unique is that instead of each member individually constructing personal knowledge they construct knowledge together. This is not to mean that they all hold identical points of view – indeed these collectives are often richer for their contrasting points of view, rather individual members seek to understand all points of view and positions even if they don't agree with them. To do this, they synthesise

major ideas and concepts, similar to how Wikipedia constructs its content, or they curate major ideas and positions of the collective as links to individual original content at a single accessible source. In these learning collectives modern learners are exposed to greater depth and breadth than would be possible for individuals alone.
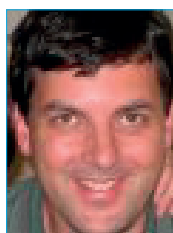
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He is the author of the white paper "Understanding Virtual Pedagogies for Contemporary Teaching and Learning" and the forthcoming book "The End of Offline Learning: How the Modern Learner is Leading the Learning Revolution."

New and revised subject headings

A summary list of new and revised SCIS subject headings is provided here. For the detailed lists of new and revised subject headings, see the SCIS website at www.esa.edu.au/scis/subject_headings.html.

In the summary lists, headings are marked:
* Existing allowed headings which have been updated with changes to references or notes
A Headings which have been updated with changes to references or notes
D Deleted headings
N New headings
U Previously allowed headings which have become USE references

Summary list

* Birth defects
* Central America
* Children - Management
N Conjoined twins
* Emotionally disturbed children
* Industry
* Mexico
* North America
* Parent and child
* Problem children
U Siamese twins
* Twins

QR codes: linking print and online collections

SCIS staff attended the impressive VALA2012 Conference held in Melbourne in 2012. The theme for this conference was *emPowering eFutures*, and there are many papers of relevance to futures-oriented school library staff now available to read in the online conference proceedings, available from www.vala.org.au/vala2012-proceedings/blog.

One of the research papers from a school library is particularly useful in its exploration of how to create meaningful two-way links between the library's online and print collections.

This article is a summary of some of the issues raised in the paper, *The Internet of everything: linking the print and online collections in a school library* by David Feighan, Director, Libraries and Online Learning, Bialik College, Victoria. The full version with references and research findings is available from www.vala.org.au/vala2012-proceedings/vala2012-session-8-feighan. This paper is freely available but does require you to click through and agree to the creative commons non-commercial use license agreement. The URL also includes an option to view the actual presentation, including the associated question and answer session, and link tags to other papers on the same topic.

Bialik College Library

Bialik College is an independent P–12 school in Melbourne. In 2010, the Bialik College library:

- migrated to a new catalogue system with a web interface
- introduced a library portal at http://elib.bialik.vic.edu.au and embedded the catalogue into the portal; the library usage statistics are available at http://elib.bialik.vic.edu.au/library-statistics
- commenced weeding the collection
- started to turn around and streamline the library processes and improve service delivery
- RFID-tagged the collection of 57,000 items
- moved into a new purpose-built building.

Before moving into a new library in 2011, technology and innovation was identified as essential if use of the collections and spaces was going to improve. In building the new space the library was aware that:

- learning spaces are changing
- information is going mobile

- students and staff expect immediate access to information
- the online collections had to be made more visible
- technologies such as Quick Response (QR) codes and/or Radio Frequency Identification (RFID) present the possibility of establishing the *Internet of Things,* first used by Kevin Ashton (Ashton, 2011) within the new library spaces.

Research proposal

The library considered the possibility of using either QR codes or RFID tags to bring together the print and online collections where they supported specific assignments or projects. We also wanted to see if the students and staff could be self-sufficient and do this with minimum library staff time and resources. Bringing together the print and online collections also deliberately blurs the distinction between the physical and the online. It also allows the library to present its online products and services using the patron's own mobile device.

For some time libraries have integrated their print and online collections from within their library portals. For over a decade, libraries have loaded vendor-supplied MARC records so their online resources appear within the catalogue alongside their print collection. However, using QR codes or RFID tags, the library considered the possibility of offering the reverse: the online within the print collection and space.

Therefore, the library proposed:

1. introducing collection signage into the physical collection as part of an *Internet of Things* project, so that the actual collection signs included a 'link' to the associated online material
2. that the collection signage be related back to specific assignments so that the signs had relevance, meaning, significance and value to the students and teachers
3. that the signs be a tangible way of helping the library deliver on the main business outcome within its current three-year plan, eg supporting the curriculum.

The library will monitor progress on the rollout of the signs and see if there is a change in the use of either the print or the online collections, as well as level of patron satisfaction.

QR codes versus RFID

QR codes

The QR code is one of the most popular types of two-dimensional barcodes. It was designed to allow its contents to be decoded at high speed. QR codes have also generated considerable interest because they offer more functionality than traditional barcodes. For example, they can store more data, they still scan if the QR code is damaged and they can be read from more angles and distances than traditional barcodes.

Vendor-provided QR codes such as the LibraryThing for Libraries QR Codes, available from www.librarything.com/blogs/thingology/2011/06/qr-codes-and-library-anywhere-2, populate into the catalogue on the fly, along with other enriched content such as book covers and reviews. As a result, library staff do not need to spend their time manually creating QR codes for each item.

RFID tags

'Radio-frequency identification (RFID) is a technology that uses radio waves to transfer data from an electronic tag' (Wikipedia, 2011). To date, RFID tags have been introduced into libraries as a way of automating circulation and speeding up inventory control tasks such as stocktakes.

While there is growing speculation that the smartphones of the near future will be RFID-enabled (MacManus, 2010), this is yet to happen. As a result, RFID tags are yet to be used in libraries to integrate patron browsing and check-out services via a patron's smartphone or mobile device. However, there is growing interest in RFID tags within the retail sector. If RFID tags go mainstream within the retail sector, this may further enhance the technology and help bring the costs down. As a result, touch-on transactions via a library user's smartphone may become a possibility. If this happens, check-out kiosks may be kept to allow patrons without smartphones to continue to use a library's collection, but more and more patrons will use their own mobile devices.

Considerations

At the start of 2011, the Bialik Library was using both QR codes and RFID tags. Therefore, the library explored the option of

QR codes: linking print and online collections (cont.)

using either technology to implement the *Internet of Things* project and link the online resources back into the print collection.

RFID

The new library is twice as big as, and much busier than, the old library, so we had to think creatively and strategically on how to staff the building and the services. Where possible, lower-skilled and process-driven work was 'outsourced and/or automated'. As a result, circulation (both check-out and check-in) was outsourced to RFID. Other than computer equipment and cameras, the only way items can be checked out and returned (and the security tags deactivated) is via the RFID kiosk. Library staff can no longer check-out and return books, CDs, DVDs and so forth. It is worth noting that the main RFID expenses are capital start-up costs, this includes installing the technology and retrospectively RFID-tagging the collection. The ongoing costs are considerably less than employing an extra staff member to cope with the increase in circulation. The Bialik College costing indicates that the introduction of RFID will have paid for itself over three years.

However, RFID was not considered for the Bialik College Library *Internet of Thing*s project because:

- For the project to be successful, patrons would need to use their own smartphones or mobile devices. While there have been many predictions about the rollout and take-up of RFID-enabled mobile phones (Lomas, 2009), this is yet to materialise. There are also concerns about privacy. However, QR code readers are already available on many smartphones.
- Unlike the RFID tag, the QR code is actually visible on the sign. Bialik College Library has made the assumption that by being visible the QR code may attract and encourage patrons to scan the code.
- As the collection has already been RFID-tagged, there were concerns that, even if smartphones could be used as RFID readers, RFID codes on the topic-based signs within the collection would not stand out and be readable among the 'background noise' of the RFID tags on each book, magazine, CD and DVD.

QR codes

When the new Bialik Library opened, each major room/learning space had its own QR code printed on the glass doors leading into the space. The library can therefore link the space to online information about the space; for example, usage policies and list of the equipment in the space. It is also proposed that the school's online booking software be linked to the QR code, so that teachers and students can see in real time if, and when, each space is booked. As this last step has not been possible, these QR codes currently link to static content and have only attracted passing interest.

Setting up the links and the signs

Collection signs with QR codes to link back to online resources are created for the middle school and VCE students and focus on what is being taught at the time. QR codes will not be created for primary school students, as Bialik's research showed these students tend not to have mobile phones, let alone smartphones.

Signs include:

1. a QR code prominently displayed at the top of the sign
2. a background image representative of the subject
3. the subject name
4. the call number.

Down the track, RFID tags can be added to the sign once the signs have been catalogued into the collection with MARC 856 fields pointing to the subject URL on the eLibrary portal.

Ancient China QR sign linking online and print resources

The QR codes located among the library collection land on URLs within the library portal. For example, the Ancient China QR code will take the user to the eLibrary subject page.
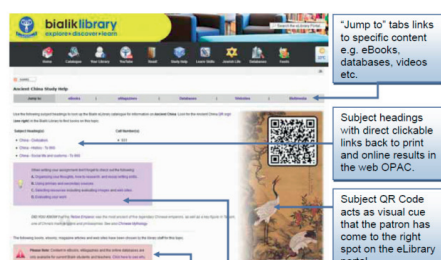
Subject Ancient China QR code landing page

Processes

Before creating the signs, the library created articles on our eLibrary portal. Each subject had its own unique URL. Each topic article contains:

1. Subject headings with hyperlinks that generate subject searches on the web catalogue. These links return results from both the print and online collections.
2. General guides to writing assignments and reports that include:
   i.   organising your thoughts, how to research, and essay-writing skills
   ii. writing a bibliography, how to quote, and avoiding plagiarism
   iii. evaluating websites
   iv. getting current information
   v.   evaluating your work.
3. Hypertext links to ebook titles, chapters and/or sections, as well as articles from emagazines.
4. Recommendations and links to the databases students should use to find more information on the topic.
5. Best of Web recommendations.
6. The library registered the URL with Mofuse, http://qrcode.mofuse.com. Mofuse generates the QR code, which is then copied and added into the sign artwork.
   i. The size of the QR code we generate on Mofuse is 'Small'.
   ii. We do not use Atoms.
7. We use Adobe Photoshop to create the QR code artwork.
8. The dimension of the QR code on the actual sign is 5 cm x 5 cm.
9. Signs are colour printed on A4 paper and inserted into A4 sign holders (sourced from the local Officeworks store) that were placed horizontally into the collection so the sign stood out from the collection. The library chose this because our experience with signs that are flush with the collection is they got lost among the books and were therefore ignored. Using signs that stood out from the collection also meant they could be scanned from either side by different patrons.

Conclusion

In introducing the *Internet of Things* and mobile platform service delivery, a library cannot ignore the fact that the services have to make sense to the end user or patron, and deliver value. Linking the print and online collections within the actual library

QR codes: linking print and online collections (cont.)

space is one form of delivery utility to the library patron. Using technologies such as QR codes to facilitate this linking via a patron's smartphone provides ease of use, immediacy and convenience. It also ensures the library does more than offer the print, it enables the library to create a link from the print back to the online.

It is now possible for libraries to embed their internet and online resources into their physical space in new and exciting ways. Combined with emerging technologies relating to augmented reality and geospatial tagging, there is the potential for libraries to create even more engaging and information-rich built environments.

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Creating displays: the practical side

In my previous article I talked about the philosophy of displays – what is the story behind it? Why should we have displays and would people even notice them?

In this article I want to highlight the practical side. Where to start, what topic to choose, where to get ideas, what material to use and how to prepare yourself?

Four considerations

You can have the most fantastic ideas and a lot of enthusiasm (which is great) but there are four things you have to consider when creating displays:

1. Topic or idea   3. Budget
2. Time   4. Space

1. Topic or idea

It all starts with an idea. Are you going to promote the local art fair or will your display question deep-sea mining? Do you want to notify, engage or raise the alarm?
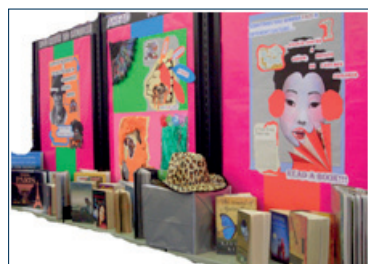
Travel the world from your lazy chair display

2. Time

If you have lots of time you can create something from scrap. It can be fun but you have a lot of stuff lying around for weeks.

3. Budget

If you have a budget you can buy ready-made materials. $2 shops and Emporiums are fantastic sources for displays.

4. Space

Are you trying to rejuvenate a dark corner or do you have a light, gorgeous space right in front of the entrance? How much light does it get and from where? Is it natural or artificial? Is the display at floor level, medium height or up in the air?

If you have *No time*, *No budget* and *No space* you need a MAGICIAN. There is no way you can create something fantastic by throwing a piece of fabric over a table, add some books and expect it to be mind-blowing.

Types of topics

I divide topics into two groups:

- Factual topics like: marine reserves, music, rugby.
- Abstract topics like: freedom, jealousy, identity.

Factual topics appear to be easier – you have the ingredients available. For marine reserves you could use fish and seaweed or a couple of mermaids as I did in *Summer love with books*: www.creativelibrarydisplays.com/animals/summer-love-with-books.php

A mermaid created as part of the *Summer love with books* display

Abstract topics encourage you to be more imaginative. How do you represent jealousy or freedom? It gives you the opportunity to play with the philosophy behind emotions and feelings. You can connect ideas.

Research

Dive into your topic: get a feel for it. Read about it. Make sure you know what you're talking about.

Four ways to find ideas

1. Have a look at your own collection. Some books have fantastic images. The inside of book covers often have beautiful patterns. You can copy and enlarge them and use them as background. It sets the theme.

2. Google the topic. It might surprise you what comes up. I use Google Images and Creative Commons a lot. I choose large images with a high resolution that prints well. Use the copy machine to your advantage – it's often underutilised!

3. You can visit my website: www.CreativeLibraryDisplays.com. You might want to use parts of a display like the masks in my *Identity, what is your true colour?* display, containing a puppet on a string, a rainbow and lots of masks; all very symbolic! Or you choose the puppet and skip the rest.

A puppet used for identity

Creating displays: the practical side (cont.)

4. Start collecting images from magazines or newspapers that attract your attention. If it attracts your attention it will 'speak' to others as well. They can provide you with a fresh outlook on a worn-out topic. Use what is available. You don't need to reinvent the wheel.

Collect magazine cuttings

Brainstorm, ponder and visualise

Start writing down your ideas. Brainstorm! Talk about it or (like I do) ponder over it. How can you bring humour into it or naughtiness? People admire unexpected nuances. How can you show a different viewpoint or take away prejudices?

Drawing for *Good and bad* display

Sketch your display on a piece of paper. A drawing has the ability to sort out inaccuracies in your ideas.

Visualise it in 3D. How will it look from the front, sides, back? Is it as attractive up close as from ten metres away? Is your title catching and does it rouse the imagination?

Materials and tools

Materials

Make a list of materials and tools you'll need:

- Materials you'll need to buy or borrow from relatives or friends.
- Materials you'll need to create by cutting and pasting.
- Materials available from previous displays.

I'm a big supporter of re-using materials; not only because of economics but as much for environmental reasons. If you have it, you don't need to spend time, money and energy sourcing it.

Materials that could have a multiple life include Christmas lights, laminated images, netting, plastic animals, shells, rocks, fabric, beads, paper flowers and origami.

And above all: Cardboard boxes – free to collect at supermarkets. I use them extensively for extra display space. Cover them with matching wrapping paper and add an image or two. It creates a sturdy stand or an interesting shift in levels. Have a look at the *Flight of Fancy* display with fairies and fungi and lots of boxes.

Cardboard boxes put to good use

Tools

- Tools you have available.
- Tools you'll need to borrow or buy.

I use scissors, ruler, pins, metal and nylon wire, Blu-Tack, stapler, double-sided tape and normal tape.

Two tools I frequently use:

1. Laminate machine: I laminate most of the images for displays and especially the titles. It gives them 'body' and the colours are much more vibrant. Images stay beautiful even after using them over and over again. You build up a collection for years to come.

2. Glue gun: You can attach items you can't staple or tape. You have to be careful with your fingers (blow, blow) but it does a great job. A few blisters go with the territory.

A good example is my display, *Green fingers*, which is all about urban gardening. I attached cherries and lemons to branches and without the glue gun I couldn't have done that.

Timeline

Make a list of what needs to be done now, next week, next month, and write it in your diary. It helps you to keep track of what you're doing and it prevents you from waking up in the middle of the night trembling in fear of forgetting details.

Pathway

Visualise how you will create the display. For example: first the background, second the title, third the Christmas lights.

Write it down. There is a logical path to follow. It speeds up the process and it will boost your confidence. It also prevents you from forgetting steps and having to squeeze in the title or trying to get the Christmas lights behind the fabric.

D-Day

Have all your materials ready and carry them to the display area. Negotiate a couple of hours without disturbance – you get more done in less time. Block off the area with excess chairs, a trolley or a cord. Spread your material and tools on a nearby table and start work!

Be focused but stand back once in a while. Have a coffee, walk away, talk to someone and look with fresh eyes at your work in progress.

Evaluate

View your display from different angles. Does it feel right? Is it balanced? Is the poster exactly horizontal? See www.creativelibrarydisplays.com/display for how to get it done easily. Now is the time to adjust and correct.

Keep a record

Make photos of your display and keep a record. Send a copy with a short description to: admin@creativelibrarydisplays.com. I welcome your contribution.

And last but not least

Be bold, brave and original. Don't be afraid to show your true self in following your ideas while having fun creating displays.

When your own display makes you smile, happy and proud, even after weeks, you're on the right track.

Lack of inspiration? Check out my Calendar of Events 2013 for year-round celebrations and special days: www.creativelibrarydisplays.com/calendar-of-events-2013.
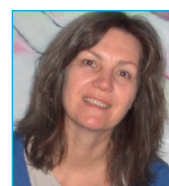
***Anita Vandenberghe***
Anita is the librarian of Saint Kentigern College, Auckland, New Zealand

She presented display workshops at: SLANZA Conference 2011 Auckland LIANZA Conference 2012 Palmerston North. Anita provides PD workshops on request.

Dive into ABC Splash!

Imagine a website where Australian Broadcasting Corporation (ABC) content has been sourced specifically for its relevance to education, where the rights have been cleared and are free for education use, and where you can search for exactly what you want using filters for year level, learning area and media types. Perhaps most importantly, imagine an ABC website where the education content you have already found is there waiting for you when you revisit the site.

The ABC in partnership with Education Services Australia have recently launched the beta version of ABC Splash, a free, public online education portal that provides students, teachers and parents with access to an extensive range of educational media resources mapped and aligned to the Australian Curriculum. This current version of the website is very much a starting point. A full version of ABC Splash will be available in 2013 and will include many more resources, as well as unique, interactive learning events.
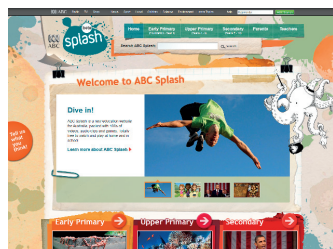
ABC Splash home page

At the heart of ABC Splash is our media resource library that draws on the rich media content from both the ABC's extensive archives, as well as the content being constantly produced across ABC media platforms. These resources include video clips, audio, images, interactive games and info graphics and will be regularly added to over the life of the project.

ABC Splash media library resources are supported by curriculum information that allows teachers to easily identify the learning area, strand and substrand, as well as content code and content descriptions. Every media resource is supported by brief points, designed with a student focus called *Things to Think About*. These are provided to ensure that the student's experience of the resource goes beyond a passive, viewing experience. They are designed to provoke students' thinking and analysis skills and

provide relevant and stimulating follow-up tasks to further explore the subject.
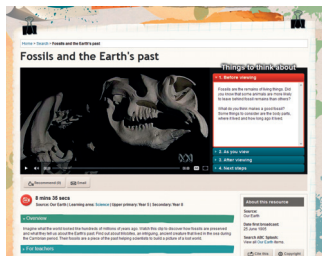
While Science is well-catered for there are also a range of resources for mathematics, history and English. More subjects will be added as the Australian curriculum is rolled out. English teachers will be excited to find resources including the American classic, *Catcher in the Rye*, as well as Tim Winton's much loved *Cloudstreet* from the ABC's First Tuesday Book Club. As the website is developed it is anticipated that media resources will be provided to support teachers in the analysis of texts that form part of each jurisdictions' English texts.

A key feature of ABC Splash is a range of collections, some of which are student focused, others designed specifically for teachers. The collections are scaffolded to support teaching and learning, and function similarly to an ebook with elegant horizontal scrolling. As further functionality is added to ABC Splash, users will be able to create their own collections using content from the media resource library.

Student collections are topic-based narratives built around selected themed media resources and organised into key ideas. The narrative helps to decode, rephrase and elaborate some of the complex ideas covered in the themed media.
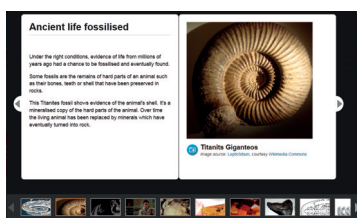
Teacher Resources are a collection of media resources organised under a common theme. They include advice and guidance to assist teachers in engaging students with a selection of relevant media items. Open and flexible, teacher resources may include several topics, each based on clearly identified learning intentions. They provide ideas for teachers to build on, as well as suggestions for assessment.
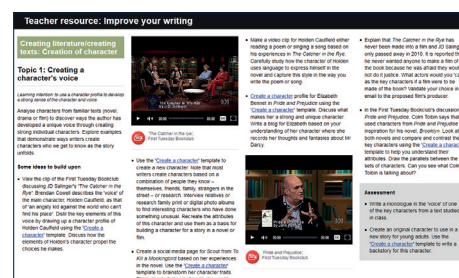
More collections will be added as ABC Splash is developed

Interactive content will become an increasing feature of the website as it is developed through 2013 and 2014. To date there are over one hundred learning objects, developed through The Learning Federation initiative, available on the website. These will be added to as the project develops. When the website is fully launched in 2013 it will provide a range of social media tools enabling interactivity and the creation of personal profiles, as well as the capacity to facilitate user-generated content and group collaboration.

So dive into ABC Splash at http://splash. abc.net.au and discover what there is for students, teachers and parents. The ABC is keen to know what you think about this early version of the website so hit the "Tell us what you think!" button and have your say.

Meg Mappin
Senior Project Manager
Education Services Australia

The SCIS catalogue contains records for ABC Splash content, including learning objects, collections and teacher resources. Check the SCIS blog for information and detail about the catalogue records. scis. edublogs.org/2012/12/06/abc-splash

Website reviews

Best websites for teaching and learning

www.ala.org/aasl/guidelinesandstandards/bestlist/bestwebsitestop25

The American Library Association has collated 25 exemplary websites based on teaching and learning. Subject matter includes digital stories, social networking, curriculum resources, management sites and media sharing.
SCIS no: 1581947

1581947

Canterbury Museum

www.canterburymuseum.com/

The Canterbury Museum is located in Christchurch NZ and is once again open and functioning. The museum houses a wealth of material relating to New Zealand's heritage and natural history, including Antarctic expeditions. The web presence provides access to the collection, forthcoming events, current exhibitions, children's experiences and resources for school visits.
SCIS no: 1581987

1581987

dirtgirlworld

www.dirtgirlworld.com/

An engaging website based around the ABC TV series, *dirtgirlworld*, which is aimed at young children. Children are encouraged to 'celebrate life outside', to get grubby in the garden and to be environmentally aware. Contents include a blog, a variety of games and activities, frequent updates, printables, and club membership.
SCIS no: 1582008

1582008

Disaster resilience education for schools

http://schools.aemi.edu.au/

This informative and authoritative website aims to provide teachers and students with appropriate resources for disaster resilience education. Topics covered include floods, bushfires, earthquakes, heat waves, tsunamis, pandemics and severe storms.

Included for each topic are student and teacher specific resources, links and real-life stories.
SCIS no: 1582018

1582018

The Enid Blyton Society

www.enidblytonsociety.co.uk/

Following increased public interest and a publishing resurgence, Enid Blyton's books are finding another generation of readers. Fans of Blyton's books will find quizzes, posts, background material on each of the series of books, biographical information, and the aptly titled *Lashings of Links*.
SCIS no: 1582035

1582035

Glogster EDU

http://edu.glogster.com/

The term 'glog' is an amalgamation of graphic and blog. Educators have been using this engaging and powerful tool to create interactive, multimedia posters or images. Students can add graphics, video footage, photographs, sound and a variety of data to their presentations. The basic service is free, but educational users wishing to use all the available facets need to subscribe.
SCIS no: 1435704

1435704

Te Puna web directory: Pacific

http://webdirectory.natlib.govt.nz/dir/en/pacific/

A wealth of material relating to Pacific Island Nations and Territories is presented on this website which emanates from the National Library of New Zealand. Contents include history, arts, government, politics, law, education, environment and news.
SCIS no: 1582020

1582020

The Navigators

www.abc.net.au/navigators/default.htm

During the Napoleonic Wars both Britain and France sent explorers to chart Australia. The website focuses on the scientific explorations of Matthew Flinders and

Nicolas Baudin and their accompanying naturalists. The ships, maps and navigation equipment are also integral elements of the website. Printer-friendly assignments are also included for teachers.
SCIS no: 1104020

1104020

Popplet

http://popplet.com/

Students at most levels can work with the exciting, and free, Popplet board. Adding content is as simple as clicking on the board to add a bubble, or popple. The popple is capable of containing text, video or photos and can be ordered on the board for presentation. Also available is an app for iPad and iPhone. Teachers need to undertake the tutorials before using Popplet with students.
SCIS no: 1582030

1582030

Pottermore

www.pottermore.com/

Fans of Harry Potter and friends will devour this exemplary website which explores J.K. Rowling's books in a new context and highlights exclusive additional writing. All the Potter books are available to be purchased and downloaded as ebooks and digital audio books.
SCIS no: 1565959

1565959

Resources for primary, secondary and tertiary students

www.hcourt.gov.au/education/student-resources/resources-for-primary-secondary-and-tertiary-students

A subsection of a broader website emanating from the High Court of Australia, this content offers students and teachers information on the role, history and operation of the High Court of Australia. Text, photos and video all feature in the presentations.
SCIS no: 1582053

1582053

Website reviews (cont.)

UN – water events

www.unwater.org/watercooperation2013.
html

The United Nations has declared that 2013 is officially the Year of International Water Cooperation, with the 22 March 2013 being World Water Day. The UN, through UNESCO, wants to raise awareness and understanding of the need for increased international water cooperation initiatives, water diplomacy and management, legal issues and enhanced water resource sustainability.
SCIS no: 1582371

1582371

Welcome to SketchUp for education

www.sketchup.com/intl/en/industries/
education.html

K–12 students can use this powerful 3D modelling and design tool for a range of curriculum applications. Examples of student use are a feature of the website. Formerly administered by Google, SketchUp is now operated by Trimble and the basic version is available free for educational use.
SCIS no: 1582324

1582324

Young worker toolkit

http://youngworkertoolkit.youth.gov.au/
Funded by the Commonwealth Government, this website is pertinent to those young workers currently employed, as well as students about to leave school, their parents and careers advisors. Topics covered include starting work, pay, tax, safety at work, work-related problems, job dismissal, and where to get further information.
SCIS no: 1582359

1582359

Nigel Paull
Teacher librarian
South Grafton
Public School
New South Wales
npaull@telstra.
com

The internet sites selected in *Website reviews* are often of a professional nature and should be initially viewed by teachers and library staff to determine suitability for students. The links, content and address of these sites are subject to change.

SCIS is more...

SCIS team update

In October 2012 Education Services Australia welcomed Michael Jongen as SCIS Library Services Coordinator. Michael has had extensive experience as a teacher librarian in both Australia and the UK. He has managed multi-campus library services and worked within large teams as well as working as a solo teacher librarian. He is an ebook reader, an active member of social media networks for library staff and a dog lover.

As Library Services Coordinator, Michael's role is to help SCIS subscribers get maximum value out of their subscription, and to ensure that they are aware of the full potential of SCIS as an educational metadata and collection building service.

Contact Michael to discuss SCIS professional learning opportunities, issues around digital workflow and curriculum resourcing.

Michael Jongen,
SCIS Library Services
Coordinator

Professional learning

Thank you for your responses to the SCIS professional learning planning survey. Term 1 and 2 schedules include: Making the most of SCIS, Cataloguing update including RDA overview, and Social media for school libraries. Check out the SCIS professional learning page for dates, venues and how to register: www.esa.edu.au/scis/professional_
learning.html.

SCIS staff will also be attending key events including the; SLAV conference in Melbourne on Friday 22 March 2013; SLANZA conference in Wellington from 15-17 July 2013 and ASLA XXII in Hobart from 28 Sep–1 Oct 2013. We hope to meet you there.

New to Z39.50

The Z39.50 protocol (also known as Z cataloguing, Rapid Entry and SmartPort) allows you to search the SCIS database for library records from within your Library Management System (LMS) and then import individual records directly into your catalogue. In order to access the SCIS database via Z39.50 you need to have a current SCISWeb subscription and a library system that has Z39.50 capability and is configured to access the SCIS database.

Many library systems provide Z39.50 as an alternative method of retrieving catalogue records, and several school library systems, including Bibliotech, Libcode and V-Library, have recently added this functionality. Schools wishing to have Z39.50 access enabled will need to send a request via email to scisinfo@esa.edu.au.

All SCISWeb subscribers can use either method of retrieving records, and the two methods can be used interchangeably. Please note that your SCISWeb profile preferences only apply when ordering through SCISWeb. You will also need to set these preferences within your library system's Z39.50 configuration.

Help for Z39.50 is available at: www.esa.edu.
au/scis_z39.50_help.html

Pru Mitchell
Manager, SCIS
Education Services
Australia

Cataloguing standards update

SCIS, along with the library world globally is preparing for the first major cataloguing standards change to take place since the Anglo-American Cataloguing Rules, second edition (AACR2) were released in 1978. Resource Description and Access (RDA) will be implemented by major library networks, including Australia and New Zealand in the first half of 2013. For further information about RDA check out the article by Renate Beilharz in issue 83 of Connections and the Australian Committee on Cataloguing (ACOC) website: www.nla.gov.au/acoc/resource-description-and-access-rda-in-australia.

SCIS implementation of RDA

Pam Kadow, SCIS Cataloguing Team Leader, participated in the National Library of Australia's RDA Train the trainer course in September 2012, and a discussion paper of recommended changes was created for consideration by the SCIS Information Services Standards Committee (ISSC). A SCIS cataloguer's conference was held in Term 4 and proposals for RDA implementation were put to a consultation workshop involving library system providers, school library staff and cataloguers on 4 December 2012.

Following this consultation most library system providers have agreed that they can support an April 2013 implementation date for RDA in SCIS. Please note that SCIS will not undertake any retrospective updating of records to RDA and, like libraries across the world, subscribers and library systems will be dealing with records different standards within their catalogues.

The RDA Toolkit which will become the new cataloguing reference tool is available as an online subscription service available from http://access.rdatoolkit.org. Most SCIS subscribers who download records from SCIS and use the SCIS original cataloguing service would not need this reference. The SCIS Standards for Cataloguing and Data Entry will be updated to reflect changes prior to implementation.

What will change?

The major areas of change likely to affect school libraries include:

New MARC21 fields required
There is a new MARC field 264 for Production, Publication, Distribution, Manufacture, and Copyright Notice, more information available from www.loc.gov/marc/bibliographic/bd264.html. While SCIS will continue to use the existing MARC field 260 Publication, Distribution, etc. (Imprint) for the foreseeable future, it is possible that the 264 field may be required and we ask that library systems allow for this.

SCIS will implement the new elements: 336 Content Type; 337 Media Type and 338 Carrier Type, and descriptors for these fields will be taken from the list in the RDA Toolkit.

It is expected that the new element 347 Digital Characteristics, more information available from www.loc.gov/marc/bibliographic/bd347.html, will be well-used in SCIS; however related elements such as 344 Sound Characteristics, 345 Projection Characteristics of Moving Image and 346 Video Characteristics will be less relevant to school collections.

Current AACR2 / MARC21 elements no longer used
While RDA replaces the element 245 $h [GMD], following consultation SCIS proposes to continue to include GMD for a short term (initially 12 months) to accommodate legacy systems that rely on the GMD. It was noted that mapping from GMD to the new elements 336, 337, 338 is not considered feasible.

If you have any questions about these changes and their impact please contact SCIS or your library system provider.

SCIS asks

On Tuesday 4 December 2012 SCIS conducted a consultation workshop in Melbourne. The consultation aimed to engage SCIS partners about future priorities in our support of school libraries and covered the following issues:

Strategic directions for school libraries: How will education libraries best serve their communities in 2015?
Judy O'Connell, Course Director (Teacher Librarianship) at Charles Sturt University provided a set of challenges with emphasis on collections, search, cataloguing, interoperability and access. This led to discussion about how SCIS and library system providers can best serve school libraries in 2015 and beyond.

Resource Description and Access
An overview of RDA and its potential benefits for education libraries was presented by Renate Beilharz, Box Hill Institute. Pam Kadow then walked participants through the recommended changes to SCIS Standards for Cataloguing in the light of RDA.

Subject access looking forward
Les Kneebone, Project manager of the Schools Online Thesaurus (ScOT) explained the development of the thesaurus as a semantic-web enabled, multilingual vocabulary service and its use in describing Australian curriculum. The use of ScOT to aid alignment between curriculum and resources to support that curriculum was discussed.

Integrating digital collections
The workshop concluded with an open discussion on the challenges of collection building and workflows, and priorities for cataloguing digital content to realise our goal of services and systems that provide a consistent experience for school communities, and learning resources that can be accessed anytime, anywhere, by those who need the information.

SCIS partners engage in discussions during the consultation workshop

Links to the presentations and discussion questions from this workshop are available on the SCIS blog: http://scis.edublogs.org/2012/11/27/scis-asks. All those interested in future services have an opportunity to provide responses to the strategic questions raised in this process by subscribing to the SCIS blog.

***Pru Mitchell
Manager, SCIS
Education Services
Australia***

Banned Books Week 2012 at Sunshine College

As a sole teacher librarian at a Victorian secondary college in the western suburbs of Melbourne, and also teaching year 8, I am not able to do much during Book Week. There are two Young Adult novelists on staff, and I am one of them. The students know us both already. I operate a trivia quiz, put up a display, and this year I had students photographed playing sport and reading, to reflect the theme, 'Champions Read'. We have neither the budget nor staff to provide more elaborate activities.

But we do have students who are passionate about books. And this year was the 30th anniversary of Banned Books Week, run by the American Library Association. It is an annual celebration of books that have been banned or challenged over the years. Included are many classics, such as Brave New World, To Kill A Mockingbird, The Catcher In The Rye, Fahrenheit 451 and even The Diary of Anne Frank, which was challenged in the United States for sexual references and banned in Lebanon for the positive portrayal of Jews. Banned Books Week encourages libraries and individuals to do virtual readouts that can be posted on YouTube.

I decided that Banned Books Week was something I could do as part of the National Year of Reading. It wouldn't impact on my minuscule budget or require a large staff presence. It simply needed a camera, my computer and a DVD burner – and readers. As many readers as I could get. Due to legal implications I couldn't post student footage on YouTube, but I could document it all on DVD to be shown in the library at lunchtime and at a staff meeting, as an example of student engagement.

We had a meeting of the Book Club. I made a list of books we had in the library which had been either banned or challenged at some stage. The students were shocked that their favourite books had not been allowed in some places, including their much-loved year 10 class text, The Curious Incident of the Dog in the Night-time. Suddenly, they could feel deliciously naughty while defending freedom of speech. I had never seen them so excited about anything. They raided the shelves to find their favourite banned or challenged books. They then decided which passages to read, discussing, arguing, testing them on each other.

Book Club members choose their favourite banned book

One of my colleagues, also a passionate reader, offered to read too. She said she was pretty sure she could guess which passage of Curious Incident had incited the ban and that she would make sure to read that bit.

We did the readings on the last Thursday and Friday of term. As well as The Curious Incident of the Dog in the Night-time, there were readings from Harry Potter, Vampire Academy, Twilight, To Kill A Mockingbird, The Hunger Games, Anthony Horowitz's Alex Rider novel, Snakehead, and from me, Fahrenheit 451. My colleague didn't want to be recognised so filmed her with her face behind the book, which connected rather well with the 'banned' theme.

A year 7 girl who happened to be in the library as we filmed was heard saying, 'How wonderful!', and joined in. One year 8 student went to his locker to fetch a Robert Harris book, which was well-loved, judging by its battered state. I didn't hear his reading as I had to go check out a library book, but I overheard someone exclaim, 'No wonder it was banned!' I gulped, but I'm not his parent and he is a quiet boy in need of encouragement at times.

A year 10 student took over the filming, only stopping to get his friend to film him reading from Harry Potter And The Half-blood Prince. She in turn was halfway through her reading of Snakehead when the camera battery ran out and we had to recharge it. There were three more readings to do at that stage and one of the readers was required in class, so I did an extra reading from Harry Potter and the Chamber of Secrets. There were mistakes, but I kept those for a blooper reel.

Over the term break, I edited the files on iMovie and added music and credits. The title suggested by one of the students was Book Club Fights Back! so I used scrolling credits and the soundtrack to Star Trek the Next Generation.

It's true that not every book is suitable for every library; you wouldn't put Young Adult novels in a primary school library, for example, and some religious schools feel uncomfortable with certain books. You have to use your common sense.

But think about what has been on the Children's Book Council short list over the years. Sonya Hartnett's books, for example, are pretty grim. They nevertheless win one award after another. I long ago decided that children can either handle a book or they can't. If they can't, they will drop it after a few pages. I won't tell them they aren't allowed to read it. My problem is with those who hate reading, not those who want to read certain books.

With luck, next year Banned Books Week will also engage the most reluctant of readers.

Sue Bursztynski
Sunshine College
Sue is a writer and teacher librarian, working in Melbourne's west. Her YA novel Wolfborn *is a CBCA Notable Book and her children's true crime book* Crime Time: Australians behaving badly *was short listed for a Davitt Award for crime writing.*

Supporting Australian book creators

Educational Lending Right 2012–13 school library survey

The Educational Lending Right (ELR) 2012–13 school library survey started contacting schools, who were selected to participate, in September 2012. Schools are asked to provide book-data reports from their library management systems. In previous years ELR would still be contacting schools during the last weeks of term four encouraging them to participate. By mid-November 2012 sufficient results had been provided to ELR by schools that all the targets had been met for statistical balance. This is an amazing response from schools and we are very grateful to all schools that send book-data reports for ELR.

A BIG thank you to participating schools

We are very grateful to the 362 schools that were able to provide us with book-data reports. We also received direct assistance from John O'Brien at Sydney Catholic Education Office, Dennis Grandlund at Canberra/Goulburn Catholic Education Office and Sue DiMauro at Brisbane Catholic Education Office; Miriam Jaen at NSW Information Technology Directorate; and Mark Stirling at ACT Education Centralised Library System. We are also very grateful to Dean Hodgson and Marion Mitchell at Bookmark, Department of Education and Children's Services, South Australia. We also appreciate the support from Bibliotech, Libcode, OCLC, Northern Micros and Softlink.

Feedback from participants

The feedback from participants is valuable information for us to identify areas where we can improve our process and information. We appreciate the time participants took to fill in the SurveyMonkey, and are reviewing the comments to find ways to improve.

The overwhelming feedback is that participation in ELR is straightforward. 96% of participants rated the ELR process as 'not

time-consuming' (from a few minutes to half an hour to overnight – depending on the library system) and 94% of participants completed the survey independently with no assistance required from ESA or their library system provider.

Comments included...

- 'I did the copying (CAL) survey last year. When I saw this survey, I thought: Oh, here we go again. But this one was very quick and easy. Thanks.'
- 'We are pleased our information provided will assist our Australian book creators and publishers.'

ELR 2012 goes green

In the interests of reducing the paperwork delivered to schools, we provided more information about ELR online and 97% of respondents noted that these online instructions and information were adequate for them to do the survey.

What Australian authors say about ELR
Andy Griffith says

My aim has always been to write books for the widest possible audience and libraries play an incredibly important role in helping to connect readers with my books. I'm really grateful for the ELR payments which make it possible for me to continue to invest the large amounts of time necessary in order to continue to develop new books that are able to keep pace with the changing tastes of my readership.

Kylie Dunstan says

I love to see my books sold to schools and available for thousands of children to enjoy. But sadly I don't receive any royalty after the book has been purchased by a library. ELR allows me some income from these books which helps enormously when trying to make ends meet.

A big thank you for looking after the interests of Australian writers and illustrators.

Anthea Amos
SCIS Projects & Information Services Coordinator Education Services Australia

ELR – Encouraging the growth of Australian writing and publishing

Connections

Connections is a quarterly newsletter produced by the Schools Catalogue Information Service (SCIS), a business unit of Education Services Australia. *Connections* is distributed to all schools in Australia. SCIS is committed to publishing informative and useful material relevant to school libraries, helping library professionals keep up to date with the latest in information services and technology.

Submissions to *Connections*

SCIS welcomes submissions of articles to be considered for publication in *Connections*. Articles may range in length from 500 to 2,000 words. Work outside these specifications will be considered.

Please forward submissions and correspondence to scisinfo@esa.edu.au and include your contact details.

Advertising in *Connections*

Contact SCIS for specifications and advertising rates.

Connections online

Current and past issues of *Connections* are available online at www.esa.edu.au/scis.

Resources for classroom teachers

This page features professional resources available through Curriculum Press that support the new Australian Curriculum! Please visit the Curriculum Press website at www.curriculumpress.edu.au for a full list of our available titles and to order online.

The Ancient Egypt Ebook
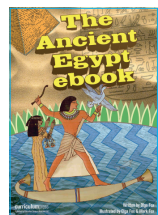
SUPPORTS AUSTRALIAN CURRICULUM

Epub ebook
Author: Mark Fox & Olga Fox
Publisher: Education Services Australia
RRP: $31.99
SCIS no: 1547194
ISBN: 978 1 74200 538 6
Year: 7

This ebook takes students back in time to:

- meet ancient Egyptians such as Tutankhamun and Cleopatra
- explore the quest for immortality
- investigate how the River Nile influenced society and civilisation
- marvel at the monumental structures that still remain.

The ebook format allows you to display the text, illustrations, maps and activities on an IWB for whole-class teaching or on a PC for individual student research.

Lighting Mathematical Fires 2
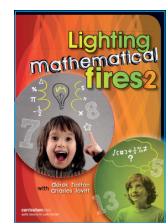
SUPPORTS AUSTRALIAN CURRICULUM

96 pp / Epub ebook
Authors: Derek Holton & Charles Lovitt
Publisher: Education Services Australia
RRP: $39.95 print / $31.99 ebook
SCIS no: 1577137 print / 1577144 ebook
ISBN: 978 1 74200 550 8 print /
978 1 74200 551 5 ebook
Years: 2–8

Lighting Mathematical Fires 2 features a series of mathematical problems,

investigations, explorations and extensions to stimulate and challenge students in years 2–8. Each problem is designed to bring mathematics to life in the classroom and can be tackled by students of differing ages and abilities over the course of multiple sessions as the students' knowledge develops.

Activate Inquiry
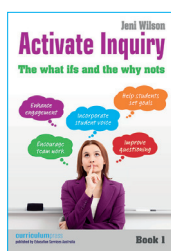
SUPPORTS AUSTRALIAN CURRICULUM

The what ifs and the why nots

80 pp / Epub ebook
Author: Jeni Wilson
Publisher: Education Services Australia
RRP: $34.95 print / $27.99 ebook
SCIS no: 1547176 print / 1547178 ebook
ISBN: 978 1 74200 548 5 print /
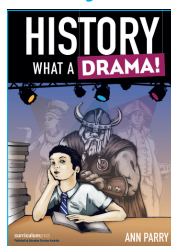978 1 74200 549 2 ebook
Years: F–12

Activate Inquiry tackles many of the frequently asked questions about the most challenging aspects of inquiry, demonstrating how to implement an inquiry-based approach to teaching and learning.

It offers practical advice about how to:
- incorporate student voice
- enhance student engagement
- improve questioning and teamwork
- help students set their own goals, be organised and take action.

Sections on the fundamentals of inquiry – reflection, metacognition, assessment and record keeping – are also included in this text, along with quotes and anecdotes based on real classroom practice.

History – What a Drama!

SUPPORTS AUSTRALIAN CURRICULUM

96 pp / Epub ebook
Author: Ann Parry

Publisher: Education Services Australia
RRP: $39.95 print / $31.99 ebook
SCIS no: 1577151 print / 1577155 ebook
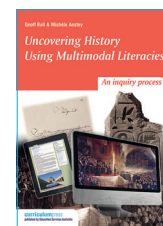ISBN: 978 1 74200 552 2 print /
978 1 74200 553 9 ebook
Years: 3–8

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Uncovering History Using Multimodal Literacies

An inquiry process

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Uncovering History Using Multimodal Literacies focuses on *learning* history rather than *doing* history.

It explains how to use multimodal texts and primary sources such as maps, paintings, photographs, film, diaries and artefacts (many of which are available online), together with site visits, to engage students in critical analysis, making comparisons, drawing conclusions and applying their understandings to other settings.

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